Human Resources Development Program Evaluation Guide

Civilian Human Resources Agency
South Central Region
Human Resources Development Division

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Section I. Introduction: The purpose and value of conducting the evaluation.

The purpose of this evaluation guide is to assess the existence and effectiveness of a Human Resource Development (HRD) Program as a critical factor in the methods and approach to the development of human capital at the installation level.

To obtain the highest level of performance, Army organizations depend on three enablers: people (workforce), process and technology. HRD program objectives focus on providing the workforce with training and learning initiatives needed to successfully perform current and future planned duties. The standard system to evaluate HRD programs and activities is usually accomplished through the continuous training cycle of identifying training needs, planning to meet the needs, providing the training, and evaluating the results. Using this guide provides another tool for a practical self-evaluation of the HRD program.

HRD programs may be formal or informal. Regardless of the manner in which the program is structured, it is the outcome of a partnership that involves leaders, supervisors, and advisors. The mission to develop and implement an HRD program rests with leadership and advisors. Commanders and management are responsible for the planning, execution and evaluation of the installation training program. The Civilian Personnel Advisory Center (CPAC), in coordination with the Civilian Personnel Operations Center (CPOC), is responsible for providing quality advice and assistance in delivering this program. Other partners may exist, depending on the infrastructure in place, to support the local program.

We recommend that the CPAC and CPOC conduct this evaluation, review results and make recommendations as an advisory service, or this evaluation guide may be used as a resource by any agency or organization.

Reasons to evaluate HRD programs include:

- Determining linkage between human capital development and organizational strategic planning objectives.

- Determining achievement of training program objectives.

- Gaining information on how to improve the training program.

- Ensuring that mandatory and regulatory requirements are met.

- Assessing training and learning activities as they relate to improved performance.

- Providing information for the annual training program evaluation.

- Providing information for workforce and succession planning.

- Gaining information regarding organizational performance and learning cultures.

Consider the steps and processes provided in this guide as a beginning framework or starting point in conducting an HRD program evaluation at your location.

Review the guide and then, to obtain the best results, make adjustments in the processes to address specific programs and activities at your location such as local training committees, centralized HRD activities, or local training providers/groups operating to provide training programs.

Section II. Evaluation Methodology

The evaluation methods in this guide include the following activities.

  - **Conduct advanced research** – this step is a preliminary search to obtain information about the program through guidance and materials available to all personnel.

  - **Gather documented information** - this process involves contacting officials and representatives from organizations providing and receiving HRD services and products.

  - **Understand common HRD issues or problems** – this activity provides insights while conducting the evaluation.

  - **Review and/or establish key requirements** – evaluation of key training needs provides the requirements the evaluator will use to base findings.

- **Stellar program examples** – review of successful programs assists in recognizing exceptional programs.

  - **Use of evaluation guides** – this is a practical method to gather information from the partners involved in the HRD program.

Section III: Research and Sources of Information

Conduct advanced research.   The purpose of this step is to demonstrate if the program is established and working effectively to educate the workforce on the

HRD program: what it provides and the services/products for employee performance. Look for the programs and activities available for training and how personnel at your location obtain information and advice about human resources development.

Using an independent approach, obtain from public sources as much information as possible to inform yourself about the local HRD programs.

Suggested sources for information:

- DCPDS reports for training history – this information can be obtained from the CPOC/CPAC or BOA reports. You will find information regarding training accomplishments and also documentation of training history.

- Installation and/or CPOC websites.

- Program evaluations and/or other reports providing training statistics.

- Announcements covering the availability of on-line training courses.

- Evidence of local marketing strategies to keep the workforce informed about training requirements, leadership development, ACTEDS-funded professional development, etc.

- Published distribution of the Commander's training policy.

- Published guidance on HRD programs at your location.

- New employee orientation and handbooks providing employee information.

- Training sessions or workshops for supervisors and employees regarding career development and HRD principles.

Gather documented information: This step gathers information from specific programs and individuals. Requesting this information usually requires the announcement and purpose of the evaluation as well as leadership support for the process. Information can be found in the following documents:

- o Installation/Organization strategic plan
- o Installation/Organization training policies
- o Annual training plan
- o Annual training plan evaluation
- o Training requests for non-government training (DD Forms 1556)
- o Data inquiries to identify military and civilian supervisors needing basic supervisory training

- o Data inquiries of attendees attending mission essential and mandatory courses
- o List of management/supervisory officials with delegated training authority (DTA) for non-government training
- o Documentation certifying those selected for DTA approval received DTA training
- o Training needs surveys and results
- o List of activity training coordinators
- o Training committees or training planning groups and minutes of their meetings if available
- o Routine reports providing training information such as training needs, expenditures, training accomplishments
- o Training program announcements and training schedules
- o Announcements supporting leadership and long-term training
- o Individual Development Plans (IDP's) for employees in training programs
- o You may consider interviews to obtain information. If you use that method, please review the evaluation guides as a beginning interview worksheet.

Note: An effective evaluation can be made only after considering all appropriate sources. This list is not all-inclusive and should be modified to the programs and activities at your location.

Section IV. Common HRD Problematic Issues:

Understanding common problematic issues found in the evaluation of HRD programs or common areas addressed in employee development will assist you in your research and evaluation process. The list below should prove helpful in your research and evaluation process as you gather the information needed to make recommendations. This is a traditional list obtained from Army surveys and HRD evaluations. You may find that these issues do not exist at your location.

1. Training authorized by personnel who have not been provided delegation of training approval or have not been certified as trained.

2. Training plans not in place for trainees, personnel in upward mobility training programs, Veterans Readjustment Programs, career interns or functional trainees.

3. Training programs without objectives or evaluation strategies.

4. Training purchased without authorized training approval. Lack of approval for training when purchasing training on the government credit card.

5. Lack of guidance for mandatory training or sources provided to accomplish the requirements.

6. Supervisors not completing mandatory supervisory training within prescribed guidance's.

7. A low percentage of personnel attending leadership training such as Leadership Education and Development (LEAD), Organizational Leadership for Executives (OLE), Personnel Management for Executives (PME I-II) or Sustaining Base Leadership and Management (SBLM).

8. Training approved after the start date.

9. Organizations not identifying training requirements.

10. Training not identified as an item in the organization budget.

11. Unclear roles for stakeholders (leaders, supervisors, CPAC, CPOC, employees) in HRD activities.

12. Need for guidelines and information about HRD programs, processes and activities for employees, supervisors and leaders.

13. LEAD courses not adequately available to meet mandatory requirements.

14. Training history not recorded in DCPDS.

15. Training not linked to the organizational strategic plan, goals or objectives.

Section V. Establishing Critical and Non-Critical Requirements for the HRD Program Evaluation

HRD focuses primarily on training program development and implementation, rather than the processing of individual actions. Therefore, you must determine key requirements of the program to assist in your evaluation.
Key requirements are in two categories: critical and non-critical.

Critical key requirements are required by policy and regulations or items determined as critical in the local program. Non-critical requirements are important but not classified as the most essential for program success.

Evaluate the Critical & Non-Critical Requirements

Conducting the Evaluation

> (1) A relatively quick review for compliance can be made by reviewing documents such as the commander's policies on HRD, training opportunities posted on websites, etc.

> (2) Determine how well the installation is meeting each requirement.

Critical and non-critical requirements are listed in the following two tables to demonstrate how the requirement can be evaluated in program planning or in training initiatives/activities. Analyze your programs and modify these tables to meet the identified requirements for HRD programs at your organization/location.

Follow the methodology below to evaluate critical and non-critical requirements.

Evaluation of Critical Requirements

Several critical requirements for HRD programs are identified in Table 1. In this example, the requirements are identified as either found in program planning or training actions/activities. Each requirement must be independently evaluated so that an overall assessment may be made. (This table should be revised to meet the program requirements determined as critical to your location.)

Table 1 - Critical Requirements	
Program Planning	• Training is identified on an annual basis. • Management has resourced mission essential and mandatory training. • Installation Activity Career Program Managers (ACPM) part of the training program development.

Training Actions/Activities	• Non-government training meets Government Employees Training Act (GETA), Office of Personnel Management (OPM), and Army requirements (e.g., the authorizing official has approved the training prior to the training start date, there is documentation of a signed, continued-service agreement (if applicable), etc.; the training attended meets the need for required knowledge, skills, and abilities required to perform assigned duties; etc.) • New civilian and military supervisors of civilian employees should receive supervisory training within the first 12 months from the date that they are assigned to their supervisory positions. • Officials who approve non-government training requests must have officially received training in the legal requirements associated with the approval and authorization process; have been formally delegated in writing to approve such training; and have such training documented in DCPDS. • Employees on formal developmental programs (e.g., ACTEDS interns, Veterans Readjustment Act (VRA) appointees, Student Career Employment Program appointees, Upward Mobility participants, and other employees) should have an Individual Development Plan (IDPs) that is monitored. • Review of non-Government training approved with DD Forms 1556 or other authorized document. Does an authorized official approve the training? Is the training related to the performance requirements of the employee and is there an understanding that this training is being provided by the best provider?

Table 1 – Critical Requirements

Evaluation of Non-critical Requirements

Non-critical requirements for HRD programs are identified in Table 2. Each element must be independently evaluated so that an overall assessment may be made. (This table should be revised to meet the program requirements determined as critical to your location.)

Table 2 - Non-critical requirements	
Program Planning	• Employees have IDPs with identified plans, mission essential and mandatory training documented.
Training Actions/Activities	• New employee orientation, mission essential and mandatory training occurs. • Local resources, pooling of resources with other organizations and on-site training used to meet job related training needs. • Website(s) market training opportunities • Distance learning and technologies used in the development and delivery of the program. • Employees are encouraged to attend DA Leadership Core courses with command endorsement. • Individual instances of training are recorded and evaluated and results are used to improve training program. • Annual evaluation occurs and is used as a basis for planning/improving future training program. • Efforts employed to evaluate training lead to cost avoidance or cost savings. • Linkage between organization's strategic plan and training being offered and implemented.

Information needed in your review of the critical and non-critical requirements.

This is a recommended listing. Add other information pertinent to your program for a comprehensive evaluation.

- Commander's policy statement for the training program
- Installation/Organization training policies
- List of activity career program managers
- Announcement of long-term training opportunities
- Installation courses specifically for group training sessions
- List of all training provided to the workforce within the past 12 months (to include leadership and non-government training)
- Individual development plans and performance standards for selected employees requiring training plans
- Form/memo delegating approval authority, authorizing local managers to approve training
- Installation training plan for the current and past fiscal year
- Documentation of the training budget for the current and past fiscal year
- DD Forms 1556 approving non-government training for selected employees
- Continued Service Agreements

Non-Government Training Compliance Checklist

Delegation of Training Approval

1. Is there documentation that the manager with approval authority for non-government training has completed a course covering the proper procedures and their responsibilities?

2. Is the delegation in writing?

3. Did the employee enroll in the training before the authorizing official approved the training?

Continued Service Agreement

1. Did the selected employee who attended non-Government training in excess of 80 hours or attended Government or non-Government long-term training in excess of 120 calendar days sign a continued service agreement before assignment to the training?

2. Was the period of service equal to at least three times the length of the training, to begin upon the employee's return to duty following completion of the training?

Section VI. Recognizing Success in an HRD Program

Recognizing what makes a successful program are benchmarks in your evaluation.   The following is a list of Civilian Personnel Evaluation Agency (CPEA) reviews, HRD program evaluations, and information obtained from the American Association of Training and Development. These are only examples of some best practices. A good program does not need to have all the examples present; however, demonstrated evidence of progressive development to meet the constantly changing work performance requirements is desired.

- Non-government training meets GETA, OPM, and Army requirements.

- New civilian and military supervisors of civilian employees receive timely supervisory training.

- Officials who authorize non-government training have delegated authority and have been trained in regulatory requirements.

- ACTEDS interns, VRA appointees, Student Career Employment Program appointees, Upward Mobility participants, and other employees required to have IDPs are monitored.

- Employees have IDPs with identified plans, mission essential, and mandatory training documented.

- Proof of a proactive, well-planned HRD program is demonstrated by:

  o Program initiatives are linked to the strategic plans and goals of the organization.
  o Quarterly program reviews of accomplishments/results.
  o Initiatives to market training opportunities and training information.
  o Development of products and tools used to support HRD processes.
  o Organized group efforts with leadership and other organizations to plan employee training programs.
  o A dynamic, well-managed on-line listing of courses available to employees. This listing includes self-development, distance learning and computer-based training.
  o Documentation showing significant cost savings from effective program administration.
  o The program has an established evaluation plan.
  o Surveys or evaluations showing that a transfer of knowledge has effectively taken place.
  o Program goals and objectives based on identified requirements.
  o Demonstrated administrative processes to support course management.

- o Effective use of personnel resources in the development and delivery of the program.

- Documentation of a dynamic, well-managed HRD program budget.

- The use of innovative development programs used to meet recruitment needs.

- Documentation of significant cost savings from effective program administration.

Section VII. Examples of Information to Obtain from HRD Partners

The following pages include suggested interview questions or guidelines for obtaining information from the partners who collaborate to develop, manage and deliver HRD programs.

They are intended to be a starting point as you plan on what information you need in your evaluation from each source. They may be modified or supplemented with information that is appropriate or deemed needed for an adequate review.

Information can be obtained through personal interviews or electronic mail.

Sources of information can be expanded if needed. This evaluation and the information obtained in the data research and other information is focused on the evaluation of the training program.

HRD INFORMATION FROM THE INSTALLATION/ORGANIZATION COMMANDER

1. Describe the Installation/Organization Training Program in terms of:

- Successes

- Planning within the Installation/Organization for the Program

- Resourcing

- Linkage to Strategic Plan

2. Describe how installation/Organization costs for non-government training are monitored.

3. Describe how you support leadership training for managers and supervisors.

4. Describe how the CPAC and CPOC support the civilian education efforts at your location.

HRD INFORMATION FROM MANAGERS/SUPERVISORS

Describe your organization's training program in terms of:

- Ensuring that all managers and supervisors provide individual career counseling.

- Establishing and administering the organization's training budget.

- Assessing the effectiveness of individual training or a specific training course

- Purchasing group training to collectively provide training.

- Tracking mechanisms to ensure all mandatory and mission-essential training occurs timely

- Tracking mechanisms to ensure new military supervisors of civilian employees complete the Supervisory Development Course.

- Linking training needs to your organization's strategic plan.

- Providing LEAD facilitators

- Monitoring involvement and actions by Activity Career Program Managers in your organization.

- Monitoring regulatory compliance of officials who authorize requests for non-government training.

- Keeping the workforce informed of distance learning, academic degrees, leadership, and long-term training opportunities.

- Monitoring types of training reports generated and used to evaluate needs and accomplishments.

- Ensuring that training history is documented for employees.

- Describing the support provided by the CPAC/CPOC.

**HRD INFORMATION FROM CPOC/CPAC ADVISORY
AND REGIONAL SUPPORT CENTERS**

Use a separate information sheet for the CPOC.
Use a separate information sheet for the CPAC.

Describe the installation's/organization's HRD program in terms of:

- Command support - provide recent examples

- CPOC support – provide recent examples

- CPAC support – provide recent examples

- Participation in Strategic Planning initiatives

- Managers and supervisors support – provide recent examples

- Establishment and management of an installation's training budget

- Advice on Army Training Resource Requirements System (ATRRS), career program referral/registration, competitive professional development, long-term training, mobilization training

- Support by providing on-site human resources management courses

- Administration of local and DA intern programs

- Procedures to identify and train employees requiring specific leadership courses

- Marketing of common core leadership training requirements

- Review of DD Forms 1556 for non-government training

- Formal evaluation of the installation's training program

- Provide examples of collaborative efforts to support HRD in the community, region and career programs

- Utilization of HRD programs to support recruiting initiatives e.g., VRA, Upward Mobility, DA Interns, and student employment programs

HRD INFORMATION FROM HUMAN RESOURCE DEVELOPMENT DIVISION/PROGRAM MANAGERS

Use a separate sheet from each HRD Program that provides learning at your location. Some locations have multiple training programs delivering learning to employees.

Program Planning

- Training needs are identified on an annual basis.

- Management has resourced mission essential and mandatory training.

- Installation Activity Career Program Managers are identified and utilized in the development and support of the program.

- Employees should have IDPs documenting mission essential and mandatory training.

Training Program Actions/Activities

- Non-government training requests (DD Forms 1556) meet regulatory requirements.

- New employee orientation, mission essential and mandatory training occurs.

- New civilian and military supervisors of civilian employees receive timely supervisory training.

- Officials who authorize non-government training have delegated authority and have been trained in regulatory requirements.

- ACTEDS interns, VRA appointees, Student Career Employment Program participants, Upward Mobility trainees, and other employees required to have IDPs are monitored.

- Local resources, pooling of resources with other organizations and on-site training used to meet job-related training needs.

- Website(s) market training opportunities.

- Distance learning and technologies used.

- Employees attend DA Leadership Core courses with command endorsement.

Program Evaluation

- Individual instances of training are recorded.

- Training is evaluated and results used to improve training program.

- Annual evaluation occurs and is used as basis for planning/improving future training program.

- Efforts employed to evaluate training lead to cost avoidance or cost savings.

REFERENCES

CPEA Evaluation Guidance

Code of Federal Regulations: Title 5, Part 410

U.S. Code: Ch 41

ASTD: Training for the Next Economy: An ASTD State of the Industry Report on Trends in Employer-Provided Training in the U.S.

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